

No matter how effective the initial storage of a language item may have been, without regular opportunities for retrieval from memory, there is still a chance that it may be lost forever. A principal role of the language teacher then is to draw on, and draw out, what has gone before. New language needs to be regularly revisited in different, stimulating contexts, and ultimately needs to be used in meaningful ways in order for the learners to feel a sense of ownership of it.

The least demanding form of retrieval is receptive, whereby learners re-encounter the form of a word, for example, in a reading or listening text, and are challenged both to recognize it and to make sense of it. But simply reading or hearing a word again, being used in exactly the same way, may do little to extend its memorability. We could check understanding of the items by asking the learners to translate them, or to provide synonyms, but better still would be to encourage them to ‘put the words to work’ in some way. This could be by using them in speech or in writing, or by providing a description or definition from which others can guess the word. It will also be useful if new encounters enable the learners to discover something new. For instance, if they learn the word *frame* as a surrounding for a picture, to later discover one of its more figurative meanings, such as *to be framed for murder*, will create more associations within the mental lexicon and also provide a strong and memorable mental image.

Productive retrieval presents a still greater challenge to learners. Here they are provided with the meaning, or a situation which calls for the word, and are expected to retrieve the form. There may be difficult issues with pronunciation or spelling which deter learners from attempting to reproduce the word (for fear of consequently losing face), and on top of this, there is the pressure to produce language in real time, particularly when speaking.

As challenging as this may be, the evidence suggests that, providing it is successful and does not lead to frustration, productive retrieval is the most useful form for strengthening the links which are so beneficial in retaining language items in long-term memory. It seems that we are more likely to remember something if there has been an element of struggle involved in the process of retrieval. There is also a further complication, however: productive retrieval is far more difficult to set up and control by

the teacher. How can we ensure that learners will produce the language that we want them to and not fall back on safer alternatives?

Perhaps a happy medium is to engage learners in activities that require both receptive and productive retrieval at the same time. Many of the activities in this chapter involve only some of the learners seeing the form of a language item. The teacher then has to make those who cannot see it produce it – perhaps by explaining the words or providing some other form of prompt. As long as these roles are swapped around regularly, everyone will be engaged with both receptive and productive retrieval at some stage in the lesson.

Another important issue to consider is how frequently, and to what extent, retrieval activities are needed. Most researchers agree that little and often are the key, and that retrieval activities may decrease in frequency as more time passes from the original encounter. They also suggest that the optimal moment for retrieving a language item is when it is on the verge of being forgotten. Of course, the more words a learner has stored, the more unlikely it is that everything will be retrieved through natural exposure and use alone, and the greater the need for activities which target specific areas. In practical terms, spending a few minutes in each class reactivating what has just been learnt, as well as regularly spending time going back to areas of language that are less readily accessible, may be the most suitable approach to take.

With different learners requiring varying degrees of retrieval for a particular area of language, the process also becomes more difficult to manage by the teacher. Ideally, learners gradually need to start taking responsibility for managing this retrieval process themselves. The evidence also suggests that this is another factor in helping to increase the memorability of the language being retrieved. An additional purpose of the classroom activities described here, then, is that they can serve as useful models for independent learning elsewhere.

Using a word bag

Reviewing language that has previously been focused on does not need to take up a lot of class time and can also serve the purpose of providing a change of pace and energizing the group. Having a class ‘word bag’ is a great way of making sure that this ‘old’ language is regularly being recycled and reactivated in motivating and useful ways. The basic procedure is that whenever a new word or chunk of language comes up in class, it is written on a small piece of paper and put inside the bag. This could be done by the teacher, or alternatively, different learners can be assigned the role of

adding to it, by copying language from the board or from their coursebook at the end of each lesson.

As a regular feature of the classes, learners can then pick up to 10 of the pieces of paper each and work with them in pairs or small groups. Here are some short and snappy activities that can be done.

- *Decision making*: Learners go through the words they have picked and sort them into at least three different categories of their choosing. They then explain their choice of categories to the others in their group. One interesting way of doing this is to view the language items as something they would put in their fridge, their freezer or their dustbin.
 - Fridge: I'll be able to use these language items in my day-to-day life.
 - Freezer: I don't need to use these language items now, but I'll save them for when I do.
 - Dustbin: I don't think I'll ever need to use these language items.
- *Creating a context*: Learners work in pairs with about 10 language items. They write a dialogue or a very short story which uses all of the items they have picked. These are then performed or read out to the others. The pairs who are listening can be asked to guess which words the speakers were challenged to use.
- *Creating a test*: Learners create a wordsearch, a crossword or another type of puzzle where the words to be reviewed are the answers. This can be done with pen and paper or online at a website such as <http://puzzlemaker.discoveryeducation.com/> Learners then try to find the answers to each other's puzzles.

Guessing games

- Learners mime their words to each other.
- One person says a sentence which might contain the language item, but replaces it with the sound 'buzz'. For example:
 - A: I was very tired, so I buzz to bed early.
 - B: went
- Someone describes the meaning of the word to the others, without saying the language item itself. For example:
 - A: It's a way of saying very big.
 - B: massive
- Learner A writes the word with her finger on Learner B's back. Learner B has to guess the word.

- One learner just says the beginning of the item, and the others have to guess the complete item. This is good for raising awareness about the individual sounds that words contain. For example:

A: /wɔ:/

B: water

A: /wɔ:d/

B: wardrobe

3.1 Mime race

Memory focus	Helping learners to recall and reactivate words and chunks through mime.
Level	Any
Time	5–15 minutes
Preparation	The teacher (or a learner) prepares a list of vocabulary items to be reviewed. Each group of learners needs a set of these which have been cut up into individual items.

Procedure

- 1 The learners work in groups of three to seven. Each group gets a set of the slips of paper. They should spread them out face down on a chair or table.
- 2 The learners take it in turns to mime one of the words or chunks to the other members of their group. When they have guessed what it says, a different person takes a word and mimes it. Each group works simultaneously and as quickly as possible. The group that guesses the most words in 10 minutes is the winner.

Note

Engaging in mime races in small groups is a very effective way of reactivating a wide range of language items in a short space of time. Though this activity is easier with concrete areas of vocabulary, such as objects, jobs and actions, it can also be used with more abstract words. It is worth noting that the more difficult the word is to mime, the more language is usually produced by those who are watching.

Variation

Instead of miming the words, the learners take turns to draw them for each other (again without speaking) or describe the word in some way so that the other person can guess it.

3.2 Word cards

Memory focus	Challenging retrieval of vocabulary and/or grammar.
Level	Any
Time	5–15 minutes
Preparation	At the end of a lesson, make a note of the language which has been put on the board and bring it to the next class. See Box 3.2a for an example from a beginners' group. Cut up enough slips of paper so that each pair or small group can write one of the language items on each slip.

Procedure

- 1 Rewrite the language items on the board, or project them using a prepared slide. Give out a set of the cut-up slips of paper to each pair or small group. (If working in a multilingual classroom, it may be helpful to group together learners who speak the same mother tongue – L1.) Ask them to write one of the language items on each slip. This should ideally be written in pencil, rather than ink, so that it does not show through.
- 2 Now ask them to turn over the slips and write an L1 translation on the reverse of each one. They may need to use dictionaries or consult you for assistance.
- 3 Ask them to go through the complete set with the English version facing upwards. They should say the L1 version and then turn the slip over to check.
- 4 They now turn the papers the other way up. Looking at the L1 version, they try to remember the English version, before turning over to see if they are right. They keep going through all of the slips until they can remember them all.
- 5 Learners may take the cards away with them for self-study, or they can be added to the class word bag for reuse in future classes.

Note

The use of word cards has been popularized by Paul Nation. You can read about research into their effectiveness in *Learning Vocabulary in Another Language* by I.S.P. Nation, Cambridge University Press, 2001. See also <http://quizlet.com>, a website which allows teachers and learners to create word cards, and to use those that have already been created by others.

Variation

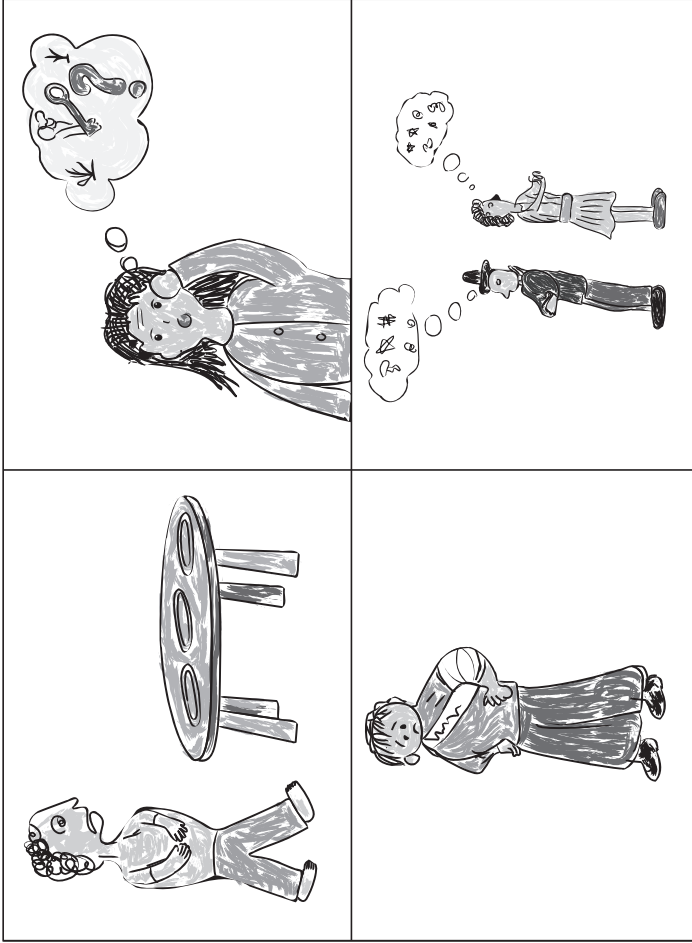
- 1 Give each group a ready-made set of cards to work with. Apart from translation, this procedure lends itself to a variety of different ways of manipulating language. One form can be written on one side of the card and the other form on the other.
 - present verb form / past verb form (*I go shopping every day / I went shopping yesterday*, etc.)
 - adjective form / noun form (*She's really strong / She has a lot of strength*, etc.)
 - question and answer (*Where do you live? / In Paris*, etc.)
 - phrasal verb / non-phrasal verb (*She puts up with the noise / She tolerates the noise*, etc.)
- 2 Ask learners to draw pictures on the reverse of the cards to represent the word or sentence. The pictures in Box 3.2b were drawn by learners to show the following present perfect sentences: *He's eaten too much*, *She's lost her keys*, *He's broken his arm*, *They've just had an argument*.
- 3 Groups can prepare sets of cards focusing on different areas of language for other groups to use.

Box 3.2a: Word cards

We need the light on.	I went to Libya last month.
I'm dirty. I need a shower.	I need to buy a new coat.
I went to the pub on Saturday.	I need help from my teacher.
I went to Plymouth on Sunday.	There's a picture on the wall.
I went to my parents' house on Friday.	I need to eat something.



Box 3.2b: Word cards



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3.3 Vocabulary race

Memory focus	Challenging learners to quickly recall words belonging to particular lexical sets.
Level	Any
Time	5–10 minutes
Preparation	Choose a lexical set to review for every 10 learners in the class. In addition to lexical sets (food, drinks, the weather, clothes, nationalities, etc.), you could use sets with a grammar focus (e.g. past verb forms, positive adjectives to describe people, verbs that are followed by <i>-ing</i> forms, etc.) or with collocations (e.g. expressions using <i>get/have/take</i> , etc.).

Procedure

- 1 Divide the class into groups of up to 10 students. Divide the board up vertically into 2, 3 or 4 sections depending on the number of students. Write each of the category titles at the top of each section.
- 2 Now explain the rules of the game. Each group has to list as many words as possible to fit their category in a set amount of time (say three minutes). They do this by individually running up to the board, writing a word, and then running back and passing the board pen to the next person in their team. Those who are not running up to the board must stand behind a line (as far away from the board as space will allow). If anyone gets stuck, the other members of the team can make suggestions – but only when the person is behind the line.
- 3 After a set amount of time, or when you feel they have exhausted their ideas, call the activity to a halt. Go through all the items on the board together, awarding one point for each item in the correct category, and two points if it is also spelt correctly.

3.4 Jumbled chunk race

Memory focus	Retrieval of language items focused on in a previous class. Encouraging learners to store lexical chunks as single units.
Level	Any
Time	5–15 minutes
Preparation	You need to prepare some jumbled-up sentences using an area of language that has previously been focused on. Each sentence needs to be written on a large piece of paper, or if using PowerPoint® software, on an individual slide. See Box 3.4 for some examples using collocations and set phrases with <i>take</i> .

Procedure

- 1 Divide the class into groups of up to six learners. Ask each group to choose a name for their team and write these on the board.
- 2 Now explain the rules of the game.
 - a) You are going to display a jumbled-up sentence on the projector, or on a large piece of paper.
 - b) Everyone should try to work out as quickly as they can what the correct order of the sentence is.
 - c) When someone thinks they know what it is, they shout out the name of their team.
 - d) Whichever team is first has the chance to say what they think the sentence should be.
 - e) If they are correct, their team is awarded two points. If not, all the other teams are awarded one point and the next team to shout out their name has a chance to guess.
- 3 Display the sentences one by one. The team with the most points at the end is the winner.

Follow-up

This game can be used regularly at the beginning of class as a way of reviewing language. Learners can also be asked to take responsibility for preparing the jumbled sentences.



Box 3.4: Jumbled chunk race

1 time up takes too it much
It takes up too much time.



2 take don't to it heart
Don't take it to heart.



3 she shop to it to the back take had
She had to take it back to the shop.



4 dad really he after takes his
He really takes after his dad.



5 my been over taken by job's else someone
My job's been taken over by someone else.



6 four years every place the take Olympics
The Olympics take place every four years.



7 people are how taking many part?
How many people are taking part?



8 surprise really me took it by
It really took me by surprise.



9 you'll to my for it have take word
You'll have to take my word for it.



10 I windsurfing know lots of who've up taken people
I know lots of people who've taken up windsurfing

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3.5 Guess our chunks

Memory focus	Challenging retrieval of a range of lexical chunks related to key verbs.
Level	Intermediate and above (but see variation for lower-level versions)
Time	20 minutes plus
Preparation	Choose one key verb and write out five chunks which start with it (and which you think the class will know) on a piece of paper. For example for <i>get</i> , the list could be <i>get married</i> , <i>get upset</i> , <i>get up</i> , <i>get home</i> and <i>get to work</i> . Also think of some other key verbs which the class should know some collocations for and write each one on a small slip of paper (e.g. <i>make</i> , <i>do</i> , <i>take</i> , <i>have</i> , <i>keep</i> , <i>let</i> , etc.).

Procedure

- 1 To demonstrate the activity, tell the class that you have written five collocations with *get* on your piece of paper. Give an example to make sure they understand (e.g. *get lost*) and then tell them that they have one minute to guess what the five things that you have written are. Confirm each correct guess that they shout out by writing it up on the board as they say it. Stop after a minute and reveal the ones that they did not guess. Make sure everyone is clear about what each chunk means and how it is used in a sentence by establishing examples.
- 2 Now give each group of three to five learners one of the key words. Ask them to write a list of exactly five chunks which include the word. They should set each chunk within a sentence so that meanings are clear. If a group finishes quickly, give them an extra one to do. Go round the class and check that what they are writing is accurate.
- 3 When all the groups have done at least one verb, the activity works as in the demonstration. Each group says what the name of the verb is. The others have one minute to try to guess what the five chunks that they have written down are. Write any guesses that are confirmed as correct on the board. At the end of the minute, check understanding by eliciting example sentences where necessary.
- 4 The team with the greatest number of chunks that were not guessed is the winner.

Note

This activity challenges learners to retrieve language in two ways. First, in a measured and controlled way by planning their sentences in groups. Here

they may receive support from each other as well as the teacher. Secondly, language may be retrieved as part of a more spontaneous and independent activity, where learners have the opportunity to shout out guesses. With large groups this stage can be rather noisy. It may be more appropriate therefore to allow only one group to guess at a time.

Variation

This activity can also be used to review many other areas of language, some of which are suited to much lower levels. These could be vocabulary-based (e.g. food, drink, animals, clothes, jobs, things you find in a kitchen/living room/bedroom, things made of wood/glass/metal, means of transport, etc.) or grammar-based (e.g. irregular past verb forms, positive/negative adjectives to describe people, verbs that are followed by *-ing* forms, adverbs of manner, etc.).

3.6 Hot seat

Memory focus	Retrieving language that has previously been focused on through contextualization and verbalization.
Level	Elementary and above
Time	5–10 minutes
Preparation	Prepare a list of language items (single words or chunks) to be reviewed, or ask a learner to do this.

Procedure

- 1 Divide the class into two sides. Choose one learner from each side to come to the front of the class and ask them to face away from the board.
- 2 Write a word or chunk on the board from your list. The rest of the learners now have to try to make the person at the front from their side say exactly what is written on the board. They do this by describing the word or by giving an example sentence (without mentioning the word itself, of course).
- 3 Whoever says the language item first gets a point for their side, and then two different people come to the front and the game continues.

Variation

With a large class, this activity can also be done in smaller groups, where each group is given a complete set of the items to be reviewed on separate pieces of paper.

3.7 I reckon they'll know that

Memory focus	Encouraging learners to reflect on cloze tests that have already been done and assess whether improvements have occurred.
Level	Pre-intermediate and above
Time	10 minutes plus
Preparation	You will need copies of two different cloze tests (texts where a certain number of words have been replaced by blanks) that have previously been done by the learners, plus the answer sheets that go with them.

Procedure

- 1 Divide the class into groups of four or five. Each group is divided into two pairs, or a pair and a three. Where possible, pair weaker and stronger learners together.
- 2 Each pair gets a copy of the cloze test (a different one from the other pair in their group) plus the answer sheet that goes with it. They then go through the text, discussing each gap and deciding which ones they think the other pair will get right and which they think they will get wrong, and marking this on the sheet.
- 3 Each pair then gets a clean copy of the other pair's cloze test. They go through it, try to agree on an answer for each gap and write it in. When they have finished, they swap sheets with the other pair, who mark their answers.
- 4 Groups now come together to discuss which questions they predicted would be answered correctly and which ones actually were. A competitive element can be introduced by awarding pairs a point for each correct prediction.

Variation

Rewrite a cloze text that the learners have already done so that there are no longer any gaps in it. Ask the learners to underline all the words that they think were represented as gaps when they did the test. Then, in groups, they can compare the words they have underlined and discuss why they think each gap was chosen. Finally give out the original cloze test for them to compare with their versions.

3.8 Gap-filling second time around

Memory focus	Encouraging learners to go back to gap-fill exercises they have already done and to notice improvements.
Level	Any
Time	5–10 minutes (the activity can be repeated over several classes)
Preparation	Make a copy of any sentence-level gap-fill or sentence-transformation type exercises from the coursebook that the learners have done. You can also create your own exercises to test areas of language that have been focused on in class. Each sentence should be put on an individual piece of card with the correct answer written on the back. See Box 3.8 for an example.

Procedure

- 1 Divide the learners into small groups. Give each group a set of the cards. They place them on the table in a pile, question side up.
- 2 As a group they go through all of the questions, trying to remember what the answer is before turning over to check.
- 3 Groups who finish quickly may receive a new set or swap them with another group.
- 4 The questions can be added to and recycled in later classes.

Box 3.8: Gap-filling second time around

On one side ...	On the other side ...
The film was dubbed. I prefer so you can hear the original language.	<i>subtitles</i>
When did the rain start? (<i>been</i>)	<i>How long has it been raining?</i>

Note

Encouraging learners to revisit exercises that they have already done can help to show them any improvements that have been made and raise awareness about where any gaps in their knowledge might be.

Variations

For an extra challenge, learners take it in turns to pick a card from the pack and read out the question without showing it to the others. As they read, they

replace each gap by saying 'buzz' instead, and the others have to say what 'buzz' represents. This takes the activity to another level because it requires accurate pronunciation and listening skills. If you have enough cards, the activity can also be done on an individual basis, with learners swapping cards with each other as they finish.

3.9 First-letter verb phrases

Memory focus	Retrieving verb phrases through first-letter hints.
Level	Any
Time	5 minutes plus
Preparation	Write out a sequence of events using verb phrases suitable for the level of the class. After each verb phrase, show how it can be reduced to first-letter hints, and then replace it by these hints in the next line. Each line should be written on a separate PowerPoint® slide or, if using an overhead projector, on a separate line. See the example for a beginners' class in Box 3.9.

Procedure

- 1 Show only the first line, using the projector. Check that everyone understands the meanings using mime, translation or concept checking. Establish that the 'WU' in Box 3.9 stands for *woke up*.
- 2 Show only the second line. Ask someone to read the line, replacing the letters by the words they represent. Again check understanding of the new verb phrase.
- 3 Keep repeating this process all the way through the sentences. At the end, ask learners in pairs to try to recall all of the verb phrases without looking at the hints.

Follow-up

Ask learners to write their own sequences of events in the same format as in Box 3.9. This could be about what they did at the weekend or whilst on holiday, for example. After being checked for accuracy, these can then be used in class by the learners in the same way that they were used by the teacher.



Box 3.9: First-letter verb phrases

He **woke up** (WU).



He WU and **got out of bed** (GOOB).



He WU, GOOB and **went to the bathroom** (WTTB).



He WU, GOOB, WTTB and then **brushed his teeth** (BHT).



He WU, GOOB, WTTB, BHT and then **had a shower** (HAS).



He WU, GOOB, WTTB, BHT, HAS and then **got dressed** (GD).



He WU, GOOB, WTTB, BHT, HAS, GD and then **had breakfast** (HB).



He WU, GOOB, WTTB, BHT, HAS, GD, HB and then **put on his shoes and coat** (POHSAC).



He WU, GOOB, WTTB, BHT, HAS, GD, HB, POHSAC and then **left the house** (LTH).



He WU, GOOB, WTTB, BHT, HAS, GD, HB, POHSAC, LTH and then **got on the bus** (GOTB).



He WU, GOOB, WTTB, BHT, HAS, GD, HB, POHSAC, LTH and GOTB.

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3.10 Guess the text

Memory focus	Challenging learners to retrieve the language of a text.
Level	Any
Time	15 minutes plus
Preparation	Choose or write a dialogue or short text appropriate to the level of the class (Box 3.10a) and write it on the board with a line representing each word of the text.

Procedure

- 1 Invite one learner to the front of the class and engage in a role-play activity with him or her that explores the same situation as the dialogue you will be using. Try to use as much language from the dialogue as possible.
- 2 Everyone now tries out the role play in pairs. Ask them to swap roles around halfway through.
- 3 Now divide the class into up to four teams. Direct their attention to the gapped dialogue on the board (Box 3.10b).
- 4 Tell them that it represents a dialogue in a clothes shop. Each line represents one word and their task is to guess what the words are. Allow each group some time to brainstorm which words they think may be in the dialogue.
- 5 Now explain how the game works. Each team has the chance to guess a word that they think is in the dialogue. If they are correct, you write in all the examples of the word in the text and they have another go. If they are incorrect, the play passes to the next team. The team that guesses the last word of the dialogue is the winner.

Tip: The activity can be made easier by providing some of the words either before starting the task or when it is under way. In the dialogue below, the words *T-shirts*, *boyfriend* and *one's* are usually the most difficult words to guess.

**Box 3.10a: Guess the text**

- A: Hi. Can I help you?
 B: Yeah. How much are these T-shirts?
 A: They're £19.99. Is it for you?
 B: No, it's for my boyfriend.
 A: What size is he?
 B: Medium, I think.
 A: This one's a medium.
 B: Thanks very much.

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**Box 3.10b: Guess the text**

- A: _____. _____ _____ _____ _____ ?
 B: _____. _____ _____ _____ _____ _____ ?
 A: _____ £19.99. _____ _____ _____ _____ ?
 B: _____, _____ _____ _____ _____ .
 A: _____ _____ _____ _____ ?
 B: _____, _____ _____ .
 A: _____ _____ _____ _____ .
 B: _____ _____ _____ .

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Variation

This activity can be done using a storyboard software system. All the examples of a guessed word are then automatically filled into the text, making the activity easier to manage for the teacher.

3.11 Languageing memories 1: the first time

Memory focus	Using questions as a stimulus to retrieve, discuss and write about memories.
Level	Pre-intermediate and above
Time	30 minutes plus
Preparation	Make a copy of the questions in Box 3.11 for each learner, or display them on a projector.

Procedure

- 1 Show the questions to the learners. Allow them plenty of time to read the questions and think about how they might be able to answer them.
- 2 Now ask them each to choose six questions that they would feel comfortable answering and can provide interesting answers to. They should mark these questions with a tick.
- 3 Learners now swap sheets with a partner. They interview each other using the questions that have been chosen.
- 4 Learners write up what they can remember of the interview with their partners as a short text.
- 5 When they have finished, ask them to read each other's texts and comment on how accurately the information was remembered.

**Box 3.11: Linguaging memories 1: the first time**

- 1 What can you remember about your first day at school?
- 2 What is your earliest memory?
- 3 Can you remember a difficult decision you've had to make in your life? What happened?
- 4 Are there any smells which remind you of a time long ago? What are they?
- 5 Can you remember your first ever English class? What was it like?
- 6 Can you remember when you learnt how to ride a bike/swim/drive? How was the experience?
- 7 Do you remember a really nice meal that you've had? Can you describe it?
- 8 Who was your first girlfriend/boyfriend? What do you remember about him/her?
- 9 What kind of games did you used to play when you were a small child?
- 10 Can you remember being told off at school? What did you do?
- 11 What's the best present you've ever been given?
- 12 Do you remember where you were on September 11th 2001?
- 13 Is there an event in your life that you remember very vividly? What is it?
- 14 Do you remember a really embarrassing moment in your life? What happened?
- 15 Can you remember a moment when you felt very proud?

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Note

Most of the other activities in this book look at ways of helping learners to remember areas of language. But the retrieval of past memories is often also a motivating topic to talk about and one which can provide a useful challenge to learners' productive skills. This activity and Activity 3.12 work along these lines.

3.12 Languageing memories 2: smellyvision

Memory focus	Using smells as a stimulus to retrieve and talk about memories.
Level	Elementary and above
Time	20 minutes plus
Preparation	You will need a range of substances for smelling, one for each three or four learners. Some things to use could include cinnamon, mud, freshly cut grass, aniseed, marzipan, vinegar, beer, wine, cheese, perfume, aftershave, calamine lotion, basil, etc. Each substance needs to be put in a jar and ideally covered with tissue so it cannot be seen.

Procedure

- 1 Divide the class into small groups. Each group goes to one of the jars. They take off the lid and each person has a sniff of the contents. Everyone should say what the smell reminds them of. This could be a place, a time, a particular group of people, etc. They should give as much detail as possible of the memories that the smell evokes.
- 2 When they have finished, they move on to a different jar. Keep going until each group has visited every jar.
- 3 Each person chooses one of the smells that they experienced and writes a short paragraph about what the smell reminds them of (without mentioning the material itself).
- 4 Ask some people to read out their descriptions. Can the others in the class work out which of the materials it is that they are smelling? Alternatively, the teacher takes in the descriptions and reads them out loud for the class, reformulating inaccuracies or improving the texts in other ways as he or she goes. Now the class can guess which person they think wrote the description.

Note

Smelling something again can often take us back to our first encounter with it and can stir up strong feelings. Research has shown that there is a very powerful link between smells and emotional memory. It has even been suggested that our abilities to experience emotion at all developed out of our sense of smell.